
ARIZONA DEPARTMENT OF EDUCATION

ESEA FOR LEAs

***Developing a Title I Targeted Assistance Program
Part Two***

***Title I Unit
Arizona Department of Education
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PURPOSE OF DOCUMENT

*The purpose of this document is to provide technical assistance and guidance to district and charter schools implementing a Title I Targeted Assistance Program. The information and tools in this workbook compliments the **ESEA for LEAs: Developing a Title I Targeted Assistance Program** training provided by the Title I Unit of the Arizona Department of Education. The PowerPoint presentation can be downloaded from the [Title I Targeted Assistance Program webpage](#) on the [Arizona Department of Education website](#). Worksheets in this document may be uploaded into the Arizona Local Educational Agency Tracker (ALEAT) as supporting evidence for compliance requirements through Cycle Monitoring.*



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PRE-TEST

- 1) How does an LEA qualify for Title I funding?
- 2) What are the guidelines for the materials purchased with Title I funding?
- 3) What can be purchased with Title I funding under the category of Instruction (1000) on the USFR Chart of Accounts and Expense Classifications?
- 4) What can be purchased with Title I funding under the category of Support Services (2100, 2200, 2600, 2700) on the USFR Chart of Accounts and Expense Classifications?
- 5) What can be purchased with Title I funding under the category of Support Services Administration (2300, 2400, 2500, 2900) on the USFR Chart of Accounts and Expense Classifications?
- 6) What is the minimum requirement for an LEA/school to receive Title I funding?
- 7) What does the materials inventory list need to show?
- 8) What is the minimum amount of monies that must be set aside for services to homeless students?
- 9) How much may an LEA reserve for Parent/Family Involvement at the LEA level?
- 10) How much may an LEA set aside of their Title I funds for professional development to ensure that non-highly qualified teachers meet that standard?

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TITLE I TARGETED ASSISTANCE INTERVENTIONS

A school implementing a Title I Targeted Assistance Program may choose to provide academic interventions in reading, mathematics, or both to students who are identified as most academically at risk. The decision whether to provide interventions in one or both academic subject areas should be based on the following:

- the results of the Comprehensive Needs Assessment
- the analysis of the gap analysis for all students and AYP subgroups at all grade levels
- the amount of funding the Title I school receives

A Title I program strategy should be chosen to meet student needs. **When** (before school, during, after) or **how** (push in, pull out, by computer) a strategy is implemented does not determine staff qualifications – **student needs and desired outcomes do.**

Remediation or Intervention?

These terms are often used interchangeably to describe Title I services. In a comprehensive multi-tiered system (RTI) the needs of the student determine the level of support required to bring the student up to performing at grade level. Interventions are used typically when students are experiencing difficulties early on and can begin within Tier 1. Additional supports in Tier 2 are provided by highly qualified interventionists.

In schools where only one level of intervention is offered, the design of supports for students in need of additional help flows from analyzing the achievement gap. A mixture of intervention and remediation is often required.

Title I and Elementary Education

In the state of Arizona, the largest number of schools implementing Title I programs – Schoolwide or Targeted Assistance – are schools serving elementary grade. Most multi-site LEAs allocate Title I funding to its elementary schools to provide early intervention to students who are most academically at risk so they may master basic literacy and mathematics skills at an early age.

Third grade is the key benchmark year for reading. [A.R.S. 15-701\(2\)\(a\)](#) and [15-704\(D\)](#) are the Arizona statutes that address proficiency for reading at third grade as measured by performance on the AIMS. Third graders who do not meet or exceed standards are required by the State Board to have an “accelerated intensive instructional plan” that is designed to bring the student up to grade level. Third graders who fall far below standards may not be promoted and parents must be given a choice of remedial or intervention options so that the student may achieve at grade level.

Additionally, kindergarten, first, second, and third grade students must be assessed. Parents must be notified if any students are substantially deficient in reading and that the student will

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not be promoted at the end of third grade, as noted above. Parents must be given a description of the current reading program and the options for additional supplemental or remedial supports.

As a strategy for early intervention, an elementary school may provide K-2 reading interventions for students who are most academically at-risk of not passing the 3rd Grade AIMS. A Title I school may also implement “move on when reading” interventions for 3rd Grade students are at-risk or who have not passed the AIMS Reading exam. These interventions are most likely implemented as Tier 2 or Tier 3 interventions.

With mathematics, the Arizona Mathematics Standards (based on Common Core Standards) are organized so that Kindergarten and grades 3 and 6 are key benchmark points.

Title I and Secondary Education

The second largest number of schools implementing Title I programs in the state of Arizona are schools that serve the middle grades.

Tier 2 and, especially, Tier 3 Interventions in middle and high school may indeed be more appropriately labeled remediation, where reversing established learning patterns through intensive and longer-term assistance and acceleration is required to bring students up to grade level.

In a middle school implementing a Title I Targeted Assistance Program, reading can be offered as an additional academic subject to Title I students only. The school may also provide a double mathematics class or other intervention designs for students in need of additional learning supports or remediation.

In a high school implementing a Title I Targeted Assistance Program, reading or a double mathematics class can be provided as an academic class for Title I students only. However, Title I students enrolled in the class may not receive English or Mathematics graduation credit for enrollment and completion of the class.

In both situations, only Title I students can be assigned to the class and entry/exit criteria must be established.

Entry/Exit Criteria

Title I requires that criteria for students to participate and exit the various levels of programs services be established. Student progress must be monitored to ensure the services match the needs of the student.

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Tutoring as an Intervention

Tutoring may be considered as an intervention if it meets the following criteria:

- Serves Title I students only who are no more than 6 months below grade level.
- Provides individual or small group instruction of specific, remedial, standards-based skills and concepts.
- Establishes entry and exit criteria for participation.
- Provided by a tutoring team supervised by an HQ classroom teacher and may include HQ paraprofessionals.

Tutoring serves as an intervention within Tier 1 for specific students identified as most academically at risk. It is not academic assistance for homework help or extra help on unit-based assignments for all students.

If tutoring is being provided as an intervention or as academic assistance for Title I students as part of a Title I Targeted Assistance Program, it is recommended the LEA/school identifies this as intervention or extended learning time rather than as tutoring.

Tutoring at the secondary level may be provided as individual or small group instruction of specific, remedial, standards-based skills and concepts for identified Title I students only. At the high school level, such interventions are focused on the concepts addressed on the Arizona Instrument to Measure Standards (AIMS) exams in Reading and Mathematics. Tutoring at the secondary level is provided by an HQ classroom teacher as part of their teaching duties and cannot be supported by Title I funds.

Computer Delivery/Online Education

Title I schools providing academic assistance and interventions through computer delivery or online education must define the software program they are using as either Tier 1 (within the classroom), Tier 2 (targeted interventions), or Tier 3 (strategic interventions). Staffing requirements must also match that of the tiered interventions.

[Click here to review the intervention strategies for a Title I TA program.](#)

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STRATEGIES / ACTION STEPS

Strategies

- ✓ Are written as a logical organized statement beginning with a verb. (e.g., implement, utilize, provide, etc.)
- ✓ Work toward meeting the targeted assessment objective of the SMART Goal.
- ✓ Are supported by Scientifically Based Research.
- ✓ Impact change LEA-wide or for a specific subgroup of students.
- ✓ Are realistic, practical, and able to be accomplished during the given timeframe.

Each SMART Goal must have strategies that detail the actions and steps the school will implement. Strategies need to be action oriented and systematic enough to affect change over the course of the period of time designated in the SMART Goal.

For a Title I Targeted Assistance school in a multi-site LEA, the school must address the following topics in their Title I Targeted Assistance Plan:

Strategy Topic	Required Components for Title I TA Plan
Intervention program for struggling students	<i>Extended learning time</i> <i>Aligned with regular classrooms' standards-based curriculum</i> <i>Interventions for reading and mathematics</i>
Strengthen instruction for all students	<i>Focused PD based on needs of Title I staff and teachers of Title I students</i> <i>Instruction by Highly Qualified (HQ) Teachers</i> <i>Equitable distribution of teachers</i> <i>Job Embedded Professional Development</i>
Data Driven Decision Making	<i>Placement criteria for TA program (rank order)</i> <i>Time for data analysis and instructional planning</i> <i>Program exit criteria</i>
Coordinated and Comprehensive Services	<i>Parent and family engagement required</i> <i>Transition Programs</i> <i>Develop and implement E-Caps</i>
Plan, Implement, Evaluate	<i>Comprehensive Needs Assessment</i> <i>Formative/Summative assessment and evaluation</i>

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LEA Continuous Improvement Plan

For the LEA Continuous Improvement Plan, each goal has required strategy topics that must be addressed in the plan. The LEA may also include their own strategy topics that support the goals of the CIP.

Goal	Topic	Required Strategy Topic
1	Teaching in the Learning Environment	Unifying LEA Academic Focus (e.g. literacy, mathematics, STEM)
		Implementation Process of Plan
		Maintain Network/Internet Use
		Implement an Internet Safety Curriculum
a	Academic Proficiency in Reading	Intervention for students most academically at risk
		Strengthen instruction for all students
		Professional Development
b	Academic Proficiency in Mathematics	Intervention for students most academically at risk
		Strengthen instruction for all students
		Professional Development for Title I staff
2	Teacher Effectiveness	Professional Development
		Use of job embedded time for data analysis and instructional planning
		Attraction and Retention of HQ Staff
		Alignment of Comprehensive Needs Assessment to Professional Development
		Implementation of the Arizona Framework for Measuring Educator Effectiveness
3	Proficiency for English Language Learners	Contact the Office of English Language Acquisition Services regarding the required strategies for this goal.
4	High School Graduation	Implementation of Transition Programs
		E-CAPS (High school required / Grades 5-8 recommended)
5	Parental Involvement	Involve parents in the development of the CIP and all parent involvement decisions.
		LEA Support for Schools in Planning and Implementation of Parent Involvement
		Build Capacity for Strong, Effective Parent Involvement
		Coordination with Other Programs' Parent Involvement Requirements
		Annual Evaluation
6	Technology	Student Engagement with 21 st Century Technology
		Student Assessment of Technology Proficiency Standards
		Teacher Professional Development of 21 st Century Technology
		Infusion of Ed. Tech. Standards into the Core Academic Curriculum

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Action Steps

- ✓ *Are clearly stated intentions, succinctly written, beginning with a verb*
- ✓ *State how the strategy will be implemented: when, who, how and with what resources*
- ✓ *Are specific and doable within the established timeframe*
- ✓ *Must include an evaluation of the implementation of the strategy*

Action steps are the systematic and sequential tasks the school will complete to plan, develop, and implement the Targeted Assistance Plan that supports the education program. Action steps should be listed in the order of occurrence and identify the individual/group responsible for executing the action. Evaluation should be included as an action step for each strategy supporting the SMART Goal to measure the effectiveness of the plan formatively and cumulatively (summative).

Action Step	Purpose
Planning / Development	This explains how the LEA collected and analyzed the data to create the strategy and plan for implementation.
Implementation	This identifies the different stages of the strategy over the course of the school year. This may consist of numerous stages and tasks.
Evaluation	This determines the effectiveness of the strategy and determines whether modification.

Action steps may be written in the following manner:

- Identify the specific action to be taken in the planning, implementation, and evaluation of the strategy. For example:

Action Step

- *Conduct a comprehensive needs assessment.*
- *Identify students who are most academically at risk.*
- *Hire HQ [staff position] to provide the academic interventions.*
- *Provide academic interventions [Where? When? How?].*
- *Evaluate progress.*

- Identify the action steps as Planning, Implementation, and Evaluation and list the specific actions, activities, or events under the steps as tasks. For example:

Action Step

Planning

Analyze student achievement data and school performance to identify students who are most academically at risk and schedule interventions provided by a HQ Title I Reading Interventionist.

Tasks

- 1. Conduct Comprehensive Needs Assessment.*
- 2. Analyze data and other assessments for students in Grades K-8.*
- 3. Rank order students based on primary criteria, secondary criteria, and talking points.*
- 4. Hire HQ Title I Reading Specialist for Pull-Out Interventions.*
- 5. Schedule identified students for Pull-Out interventions.*

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PROFESSIONAL DEVELOPMENT

A key component of a Title I Targeted Assistance Program involves providing Title I staff professional development. These trainings and strategies should not only be proven by scientifically-based research but also support the academic focus of the school's Title I program.

Since the goal of a Title I program is to provide academic intervention in reading and math, professional development for Title I staff members working with Title I students should receive training that will strengthen and support instruction in these academic areas.

The professional development designated for Title I teachers may be listed as strategies under certain goals for the Continuous Improvement Plan. For example, professional development in improving instruction of reading may be listed as a strategy under Goal 1a of the Continuous Improvement plan.

Note: All professional development supported by Title I funds must be provided only to Title I staff and have an academic focus related to the academic interventions provided under Title I.

Professional Development				
SBR Professional Development	Title I Academic Focus (Reading / Math)	Who will receive the professional development?	How will this support the Title I program?	How will this serve Title I students?

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SMART GOAL STRATEGY GRID

Use the grid below to create strategies for each SMART Goal. Determine whether the strategy can be implemented effectively based upon the resources available to the school.

SMART Goal	<i>State the SMART Goal this strategy supports.</i>
Strategy	<i>Write as an imperative sentence using an action verb (e.g. Implement Reading Across the Curriculum.)</i>
How will this support meeting or exceeding the target objective set in the SMART Goal?	<i>Explain how the strategy will support the SMART Goal.</i>
Is this strategy proven to be effective with scientifically based research (SBR) and/or with the population the school serves? Explain.	<i>Document the SBR that supports the effectiveness of this strategy and also how effective it is with student populations and sub-groups similar to the school's demographics.</i>
How will the strategy support and strengthen academic achievement?	<i>Explain why the school chose this strategy and how it will improve student achievement.</i>
What kind of professional development and support is needed to effectively implement this strategy?	<i>List the professional development involved with implementing this strategy and how the professional development will make teachers even more effective in the classroom.</i>
Is the strategy affordable and feasible economically and within the parameters of the designated timeframe of the SMART Goal?	<i>State how the chosen strategy is able to be implemented effectively given the school's resources (fiscal, human, time, instructional materials, community).</i>
What impact will the strategy have on Instruction?	<i>State the intended impact on classroom instruction.</i>
What impact will the strategy have on the school schedule?	<i>State the intended impact on the regular day instructional schedule.</i>
What technology will be utilized to effectively implement the strategy?	<i>Explain how technology will be used to support effective instruction and implementation.</i>
What is the fiscal cost?	<i>List the cost and the funding source.</i>

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PARENT INVOLVEMENT

There are extensive requirements in the law for Parental Involvement (section 1118). What you need to know is contained on the ADE website <http://www.ade.az.gov/asd/Title1/parent.asp>. The *Non-Regulatory Guidance* (April 2004) is also available at this site. The ADE Title I Parent Involvement Specialist, Terry Strayhand (terry.strayhand@azed.gov), is available to assist schools in their quest to strengthen the parental involvement component of Title I.

Parental Involvement

- Notify parent of student selection/involvement in Title I program.
- Organize a parent meeting that will share the purpose and goals of the program.
- Familiarize parents with the rights of the Title I student.
- Encourage parents to participate in activities related to the Title I program.
- Document attendance/participation.
- Establish communication and opportunities for feedback/input.
- Assist parents in learning how to support their student's education.

LEA Parent Involvement Policy

All LEAs are required to develop jointly with parents of students a parent involvement policy that is incorporated into the LEA's Continuous Improvement Plan. The LEA Parent Involvement Policy includes the following:

- ✓ How does the LEA provide the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance?
- ✓ How does the LEA help build the schools' and parents' capacity for strong parental involvement?
- ✓ How does the LEA coordinate and integrates parental involvement strategies under Title I with parental involvement strategies under other federal programs;
- ✓ How does the LEA conduct with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the quality of the Title I schools?

The LEA must provide evidence of the following:

- Parents are involved in the development of the LEA Parent Involvement Policy.
- Parents agree to the provisions of the LEA Parent Involvement Policy.
- Parents receive written version of the LEA Parent Involvement Policy.
- The LEA delivers the LEA Parent Involvement Policy in an understandable and uniform format and, when practicable, provided in a language the parents can understand.
- Parents are involved in an annual evaluation of the LEA's parent involvement strategies and action steps in the Continuous Improvement Plan.
- Any revisions in the LEA Parent Involvement Policy made as a result of the annual evaluation and incorporated into the Continuous Improvement Plan in ALEAT.

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Evaluation of Parent Involvement

All programs under Title I have an evaluation component. The parent engagement evaluation needs to consist of parents and school personnel teaming together to determine if the goals of the program have been met effectively, if the budgeted items were appropriately spent, and evaluating the overall parent engagement program including the review of the school parent policy and the school parent compact.

1% Parent Involvement Set Aside (For LEAs with Title I Allocation of \$500,000 or more)

LEAs that receive \$500,000 or more in Title I –A funds are required to reserve not less than 1% of its Title I allocation for parent involvement activities. These LEAs must document how they 95% of the 1% reserved must be distributed to participating schools.

Title I Meetings for Parents

There are two types of Title I meetings a school holds:

- **General Information:** This meeting for all parents serves as an overview of what is Title I, the school's Title I program, how students qualify, how services are provided, and how student achievement is monitored. Schools with a Title I program must conduct this meeting at the beginning the school year. It is recommended a second meeting be conducted at the end of the year to discuss and review the success of the program and plan for the following academic year.
- **Title I Committee Meeting:** These on-going meetings are conducted by a site-based committee consisting of members of the school community – administrators, teachers, parents, and even students (particularly at the secondary level). The focus of these meetings is to discuss, monitor, review, and modify policies and procedures of the school's parent program. These meetings are in addition to other organization meetings conducted by the school (e.g. school board, site council).

All meetings must have sign-in sheets available to document parent attendance and an agenda to inform parents of the topics to be discussed in the prepared meeting. These documents must be kept in the school office as evidence of parental engagement for federal compliance.

Title I School Parent Involvement Policy

Along with the LEA Parent Involvement Policy, each Title I school must develop a site-based Parent Involvement Policy with parents that describe how the school does the following:

- Convene an annual public meeting.
- Offer a flexible number of meetings, such as meetings in the morning or evening.
- Involve parents in an organized, ongoing and timely way.
- Provide parents with timely information on topics such as curriculum, assessments, etc., and opportunities for regular meetings (if requested).
- Provide opportunities for equal access for parents whose students may be English Language Learners, migrant, homeless, or disabled, in a language they can understand.

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- Involve parents in the joint development of the Title I plan and a rebuttal process.
- Provide opportunities for additional meetings if requested by the parents.
- Details strategies for building parent involvement.
- Provide for the submittal of parent comments on school plans.

The school is required to provide evidence similar to the LEA regarding the involvement of parents in the development and agreement of the site-based policy as well as the distribution of the policy in an understandable and uniform format in a language the parents can understand.

Title I School-Parent Compact

Each Title I School Parent Involvement Policy/Plan describes how the school jointly developed with parents of participating students a School-Parent Compact. The compact should be completed and reviewed annually at least, preferably during parent-teacher conferences.

The compact must include a description of how the school and parents will meet the following requirements:

- ✓ The school provides high quality curriculum and instruction in a supportive and effective learning environment.
- ✓ The school addresses the importance of two-way communication between teachers and parents through conferences, frequent reports, classroom visits, electronic communication, etc.
- ✓ The school ensures and provides reasonable access to staff.
- ✓ The school provides opportunities for parents to volunteer and participate in their child's class, observe classroom activities, etc.
- ✓ The parents' responsibility for supporting their child's learning (i.e. Attendance, schedule homework time, reduction of TV time, participation in decision making for the school, etc.)

Schools may choose to document student responsibilities in the compact.

Cycle Monitoring

The LEA and site-based Parent Involvement requirements are monitored during **Cycle 1** and **Cycle 4** of Title I Program Compliance Monitoring. LEAs and Title I schools are required to upload all supporting documentation inside ALEAT as evidence for compliance. Though compliance monitoring for parent involvement occurs only twice during the 6 year cycle, **LEAs and Title I schools are required to upload annually all evidence of Parent Involvement activities inside ALEAT** such as the annual Title I meetings as well as any modifications to the Parent Involvement Policies/Plans.

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GUIDANCE FOR PARENTAL INVOLVEMENT

Use the table as a guide to create strategies and action steps that address parent involvement. You should include the strategies in the LEA and school's parent involvement policy and the school-parent compact.

PARENT INVOLVEMENT POLICY	
Communication	
How does the school keep parents engaged in two-way communication?	•
How does the school maintain regular, meaningful two-way communication?	•
Education/Parenting	
How does the school help families understand the growth and development of their children?	•
What educational services does the school provide to the parents in order to help their student be successful in school?	•
How can the school support the parents at home with the education of their student?	•
Involvement/Volunteering	
How does the school make parents feel welcome in the school?	•
How does the school encourage parents to become involved as volunteers to support student achievement and school programs?	•
Decision-Making	
How does the school include parents in school decisions, governance, and advocacy?	•
Collaboration with Community	
How does the school build and foster relationships with the general community?	•
What kind of community resources are used to strengthen the school, families, and student learning?	•
Informal Activities	
What informal activities do the school sponsor that allows parents, students, staff, and community members to interact?	•
Opportunities	
What opportunities has the school established for the parents and educators to share information?	•

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SCHOOL-PARENT COMPACT			
School Responsibilities			
What are the responsibilities of the school when it comes to student learning?	•		
Parent Responsibilities			
What are the responsibilities of the parent when it comes to student learning?	•		
Student Responsibilities			
What are the responsibilities of the student when it comes to student learning?	•		
EVALUATION			
How does the school determine the effective parent involvement in collaboration with the parents?	•		
Evaluation of Parental Involvement	Yes	No	Evidence/Data
<i>Have the goals of the Title I program been met?</i>			
<i>Were the budgeted items spent appropriately?</i>			
<i>Is the parent involvement policy successful in helping students academically?</i>			
<i>Are the Parent Involvement Policy and School Parent Compact clear, effective, and collaboratively established and agreed upon by all members of the school community?</i>			

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TITLE I PLAN FRAMEWORK

The framework of a Title I Plan consists of a SMART Goal supported by strategies that address the goal and action steps that detail how the strategy will be implemented.

Each goal topic of the LEA Continuous Improvement Plan and the site based Title I Targeted Assistance plan must have a SMART Goal that measures performance and achievement. The goal should include the targeted growth between the current results and the annual measurable objective for the current academic year.

Each SMART Goal must have one or more strategies that detail what the school will do to meet the target assessment objective of the SMART Goal.

GOAL Topic	SMART Goal	Strategy	Action Steps
Academic Proficiency in Reading	<i>Academic proficiency in reading for students in Grade 3-8 will increase from 55% to 79% or more based upon performance on the AIMS Spring Reading Exam during the 2011-2012 academic year.</i>	Reading Across the Curriculum	<ol style="list-style-type: none"> 1. Form a Reading Across the Curriculum (RAC) committee. 2. Assign lead teachers. 3. Research comprehensive school reform models. 4. Select model. 5. Align RAC model to core and non-core academic curriculum and standards. 6. Create common assessments. 7. Provide ongoing professional development during staff in-services. 8. Implement in the classroom. 9. Conduct quarterly meetings. 10. Attend Reading Across the Curriculum Conference. 11. Provide technical assistance and mentoring. 12. Evaluate progress every quarter and semester
		Title I Summer School Reading Intervention	<ol style="list-style-type: none"> 1. Conduct needs assessment based on student achievement in reading. 2. Create program to address areas of improvement and growth. 3. Rank order students to identify most academically at risk. 4. Assign teachers. 5. Provide professional development in best practices in reading. 6. Create common assessments. 7. Provide technical assistance and mentoring. 8. Evaluate progress every quarter and semester.

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HOMELESS EDUCATION

McKinney-Vento Education for Children and Homeless Youth

[The McKinney-Vento program](#) under the McKinney-Vento Homeless Assistance Act is designed to address the problems that homeless children and youth have faced in enrolling, attending, and succeeding in school.

Under this program, State educational agencies (SEAs) must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youth. Homeless children and youth should have access to the educational and other services that they need to enable them to meet the same challenging State student academic achievement standards to which all students are held. In addition, homeless students may not be separated from the mainstream school environment.

States and districts are required to review and undertake steps to revise laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth.

Homeless Children and Youth and Title I

According to [Section 1115 \(2\) \(E\)](#) under *Title I, Part A* of the *ESEA*, “A child who is homeless and attending any school served by the local educational agency is eligible for services [under Title I, Part A].”

Title I services for homeless students include the following:

- **Support Services:** Services that are not ordinarily provided to other Title I students and that are not available from other sources – e.g.) eye glasses, dental services, birth certificates, immunizations, schools, supplies, uniforms, etc.
- **Educational Services:** Instructional services such as tutoring, remedial programs, extended day, summer programs, family literacy, etc.

Homeless students who attend Title I or non-Title I schools are eligible for Title I support services and should receive services based on their individual needs. Title I funds that are “set-aside” should be used to assist homeless students in accessing an education equitable to that of their permanently-housed peers so they are able to meet the challenging content of state academic standards.

Homeless Students and Title I Targeted Assistance Schools

Homeless students in Title I Targeted Assistance Programs must be included in the rank order process upon enrollment. **While Title I students have a right to be included in the rank order process, they may or may not ultimately receive educational services depending upon where they fall in the Title I Targeted Assistance Eligibility List.**

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Reservation of Funds

[ESEA Section 1113\(c\)\(3\)\(A\)](#) requires that an LEA “shall reserve such funds as are necessary” to provide services to homeless children and that these services must be comparable to the services the district provides to children in Title I, Part A schools.

The Arizona Department of Education requires that **all LEAs receiving Title I allocations of over \$50,000 “set aside” a minimum of .5% (half a percent – ½ %) of their Title I allocation** to meet the needs of students experiencing homelessness. **All LEAs receiving Title I allocations less than \$50,000 must “set aside” a minimum of \$100** to meet the needs of homeless students.

The set-aside funds may be amended back into the Title I budget if an LEA has not exhausted the set-aside funding by February of the following year.

Requirements

All LEAs are required to develop, implement, and adhere to the following policies and procedures regardless of whether they currently have homeless children and youth enrolled in their schools.

- **Homeless Education Policy:** All LEAs must adopt a Homeless Education policy that includes the following:
 - ✓ *Immediate Enrollment of Homeless students, regardless of missing documentation.*
 - ✓ *Transportation will be provided to and from the “school of origin.”*
 - ✓ *Homeless Children and Youth (HCY) will not be stigmatized or segregated on the basis of their status as Homeless.*
- **HCY Public Notice Locations:** All LEAs must complete the HCY Public Notice Locations form. Public notice must be provided once upon enrollment and twice annually.

<u>Once Upon Enrollment</u>	<u>Twice Annually</u>
✓ Poster at the enrollment counter	✓ Poster in the community
✓ Included in the registration packet	✓ Newsletters
	✓ Pamphlets
	✓ Student Handbook
	✓ Website

- **Homeless Reservation of Funds:** All LEAs must complete the HCY Reservation of Funds form located inside ALEAT describing how the Title I Homeless Set-Asides have been made available for use by the Homeless Education Liaison.
- **Identification Procedures for Homeless Children and Youth:** All LEAs must upload written procedures for the identification of students eligible for McKinney-Vento at enrollment AND throughout the year. This can include action steps such enrollment questionnaires, family interviews, and staff training.
- **Staff Training:** All LEAs must provide training to all staff members on the rights of homeless students, the LEA homeless policy, and identification of eligible students. All staff includes

ESEA For LEAs

those who have interaction with students (e.g. teachers, counselors, administrators, classified staff, bus drivers, cafeteria workers, etc.). All LEAs must document which staff members have received the training.

- **Homeless Dispute Procedures**: All LEAs must complete and implement a Homeless Dispute Procedure documenting the resolution process that includes the following:
 - ✓ *Homeless Children and Youth are enrolled in their school of choice until the dispute is settled.*
 - ✓ *The LEA delivers the decision in writing to the family of the HCY.*
 - ✓ *The parents of HCY are notified of their right to appeal at the state level.*

Cycle Monitoring

All requirements related to Homeless Education are monitored during **Cycle 1** and **Cycle 4** of Title I Program Compliance Monitoring. LEAs and Title I schools are required to upload all supporting documentation inside ALEAT as evidence for compliance. However, though compliance monitoring for parent involvement occurs only twice during the 6 year cycle, LEAs and Title I schools are required to upload annually all evidence of Parent Involvement activities such as the annual Title I meetings as well as any modifications to the Parent Involvement Policies.

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BUDGETING

Title I allocations are used to support the Title I program implemented at the site level. In a Title I Targeted Assistance Program, all Title I funds are used to support the academic assistance and interventions provided to students who have been identified as most academically at-risk based upon the rank order criteria.

Because the Title I Target Assistance program is a supplementary program, it is important to have procedures in place to ensure that personnel, materials and capital are not replacing (supplanting) the regular operations of the school program.

Title I funds support the following:

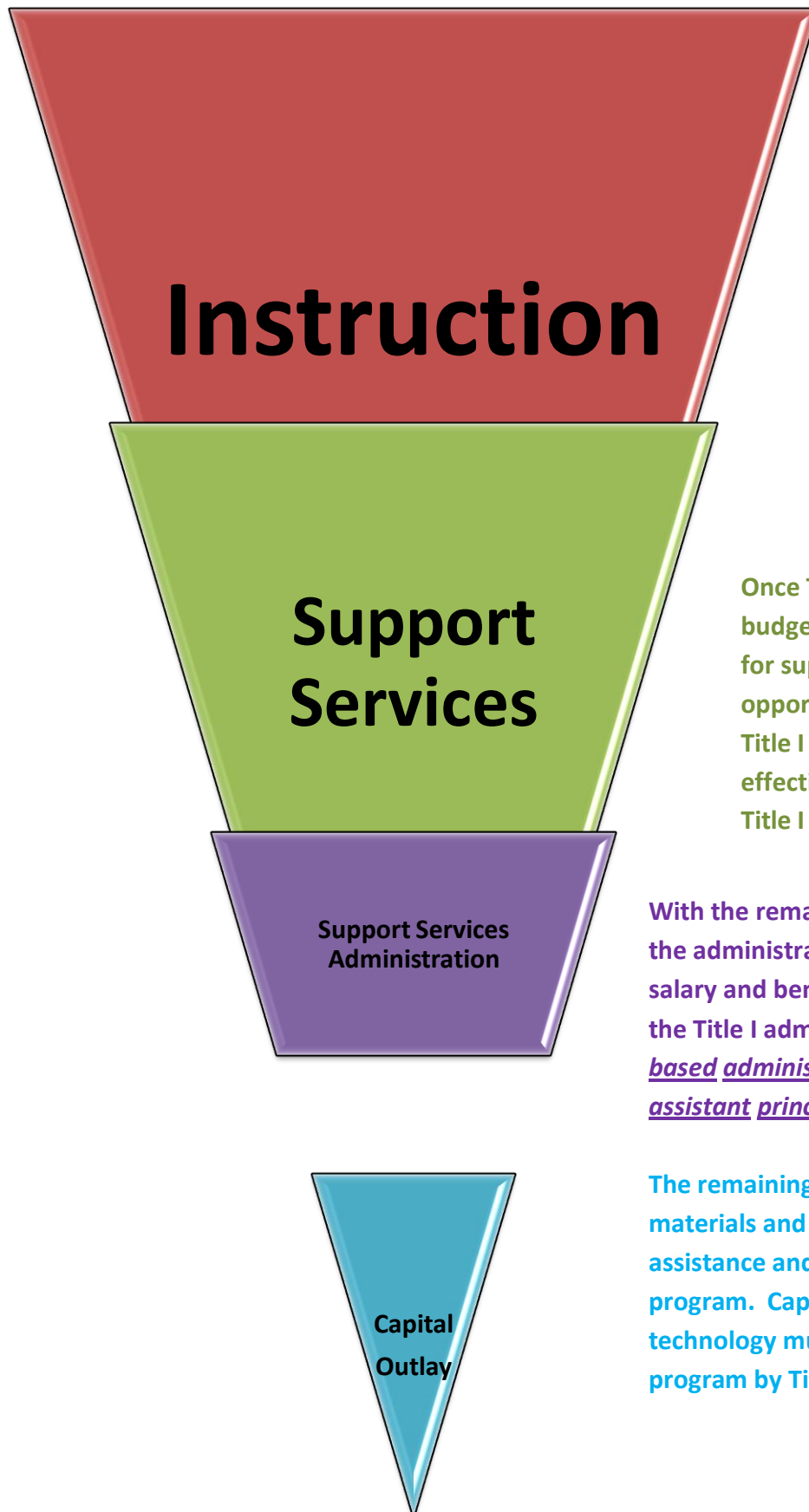
- **Instruction:** Title I funds are primarily used to finance the salary and benefits of highly qualified staff members who provide academic assistance and interventions directly to Title I eligible students. Title I funds can also be used to purchase instructional supplies used in the academic interventions. Instructional supplies must be supplemental to what is provided in the core academic classroom and can only be used by Title I staff and Title I students.
- **Support Services:** Title I funds can also finance the instructional and professional support Title I staff needs in order to provide the most effective services to students. Support for Title I staff includes funding professional development to help teachers become more highly effective in the classroom. Professional development can be provided by other staff members, attending conferences focusing on strategies and best practices that address the prioritized needs of the school, or hiring education consultants to provide professional development or guidance in the implementation of the Title I program. Title I funds may also be used to support a Title I coordinator who oversees the Title I program or classified staff who oversees data entry of Title I related information.
- **Support Services Administration:** Title I monies may fund the administration of a Title I program. Title I funds may finance the salary and benefits a Title I administrator who oversees the Title I program, Title I staff who provide administrative support, or professional development. Title I funds may not be used to provide salary and benefits to a site-based administrator such as a principal who oversees a Title I program.
- **Capital Outlay:** Title I funds may be used to purchase hardware and equipment such a technology for the Title I program. However, all hardware and technology must be used as part of the Title I program and by Title I staff and Title I students.

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HIERARCHY OF BUDGETED TITLE I FUNDS

The funding of a Title I program should be allocated in the following manner:

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The bulk of Title I funds should be allocated to the direct instruction of students, financing the salaries and benefits for highly qualified staff such as HQ reading or HQ math interventionists or HQ paraprofessionals providing direct instruction to Title I students then supplemental instructional supplies for the Title I program.

Once Title I staff and supplies have been budgeted, Title I funds should be designated for support for the Title I program. Provide opportunities for professional development to Title I staff to ensure instructional effectiveness. Stipends may be offered for a Title I coordinator or Title support staff.

With the remaining funds, schools may choose to fund the administration of the Title I program, including the salary and benefits and the professional development for the Title I administrator. Salary and benefits for a site-based administrator such as a school principal or assistant principal CANNOT be paid for with Title I funds.

OR

The remaining Title I funds may be used to purchase materials and hardware to support the academic assistance and interventions provided in the Title I program. Capital outlay such as computers or other technology must only be used as part of the Title I program by Title I staff for Title I students.

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WHO CAN BE HIRED WITH TITLE I FUNDS?

Please answer **yes** or **no** under the Targeted Assistance School column.

Position	Title I TA School
Title I Teacher	
After School Teachers	
Summer School Teachers	
Data Coordinator	
School Improvement Coordinator	
Title I Program Improvement Coordinator	
Reading or Mathematics Coach	
Federal Program Coordinator	
Principal	
Schoolwide Coordinator	
Curriculum Coordinator	
Homeless Liaison	
Social Worker	
Counselor	
Preschool Teacher	
Kindergarten Teacher	
Title I Coordinator	
Parent Coordinator/Liaison	
Aides/Paraprofessional	

Schools should not automatically assume it is acceptable to use Title I funds to hire positions that are listed on this form. All expenditures using Title I funds must be reviewed and approved in the consolidated application. During the approval process, expenditures will be reviewed to endure that all positions meet the necessary qualifications and that there are no supplanting violations.

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TITLE I STAFFING

Title I funding may be allocated to pay the salaries and benefits for the following positions:

- **Instructional Staff:** Provide direct instruction to Title I eligible students only.
- **Support Services Staff:** Coordinate the operation of the Title I program.
- **Support Service Administration Staff:** Manage the Title I program.

Instruction (1000)

Title I funding must be first allocated to pay the salaries and benefits of the highly qualified staff providing direct instruction to Title I eligible students. Staff members providing academic instruction to Title I students must meet all highly qualified requirements. Requirements may be reviewed on the [Arizona's Model for Identifying Highly Qualified Teachers and Paraprofessionals webpage](#) of the [Arizona Department of Education website](#).

Title I Specialist/Interventionist

The highly qualified instructor providing academic assistance and interventions is known as a Title I Specialist or Title I Interventionist. The specialist or interventionist may also be designated as a reading or mathematics specialist or a reading mathematics interventionist. This staff member is not the teacher of record or a core academic classroom instructor. They work only with Title I eligible students.

Qualifications: Title I specialists providing Title I services must be highly qualified.

- **Reading**
 - Teachers who instruct specific classes in reading must have a reading endorsement.
 - If a regular elementary teacher is teaching a Title I reading class before or after school, they must have a reading endorsement.
- **Math**
 - **Grades K-6:** An elementary school teacher providing Title I interventions in math must be highly qualified by passing the AEPA for Middle School mathematics.
 - **Grades 7-12:** A teacher providing Title I services in math must meet the highly qualified requirements for instructing math.

The Title I Specialist works only with those students who are eligible for Title I services. They cannot work with non-Title I students.

The Title I specialist supports the academic instruction in the core academic classroom by providing assistance, interventions, and extended learning time for eligible students to master key academic concepts in reading and/or mathematics..

The Title I specialist may provide interventions and assistance through a push-in, pull-out, or before or after school intervention. While the Title I specialist collaborates with the grade level or

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subject-area teacher to align interventions to the standards and skills addressed in the core academic classroom, they do not team teach with the core academic classroom teacher.

Title I Paraprofessional

Qualifications: According to federal guidance, Title I Paraprofessionals must be highly qualified based on the following requirements:

- An Associate's degree or 60 semester hours of coursework documented on an official transcript from an accredited institution of higher education;
- or
- Meet a rigorous standard of quality as demonstrated through the passage of a formal state assessment listed below:
 - Para Pro
 - ACT Workkeys
 - Master Teacher's Para Educator Learning Network

Duties and Responsibilities

- Supervised by the highly qualified grade-level core academic classroom teacher or the Title I specialist.
- Work in close proximity with the teacher and specific students.
- Have specific functions outlined in a written plan that supplements what the classroom teacher instructs in the regular classroom.
- Reinforce skills and oversee learning activities.
- Must be supervised by a highly qualified teacher.
- Does not make judgment calls or evaluations.
- Does not discuss student achievement with parents.
- **Does not do homework help, teach new material, or serve as an assistant to the teacher or student all day.**

Title I Teachers Providing Extended Learning Time

Title I funds can be allocated toward the salaries and benefits of highly qualified instructional staff members who provide academic assistance and interventions outside the regular day instructional schedule to Title I eligible students. However, the extended learning time provided by these instructors may not be part of the teacher's contracted instructional duties. For example, if a teacher is required to stay an hour every day beyond the regular day instructional schedule to provide tutoring or extra help to all students, Title I funds cannot be allocated to pay for that portion of the contracted time.

However, Title I funds can be allocated to the salaries of the following highly qualified instructors who provide the following extended learning:

- **Before/After School:** Title I funding may be allocated to pay teachers who highly qualified in reading or mathematics to provide academic assistance and interventions to Title I eligible students as part of the Title I Targeted Assistance program. **Title I funds will not pay teachers for providing homework help or tutoring.**

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- **Saturday School/Intersession:** Title I funds may be allocated to pay teachers who are highly qualified in reading or mathematics to provide academic interventions beyond the regular week instructional schedule such as during Saturday School or during an intersession between semesters. **Only Title I eligible students may receive these special interventions.**
- **Title I Summer School:** Title I funding may be allocated to pay the salaries and benefits of highly qualified teachers instructing Title I eligible students in reading or mathematics during a summer school program. **The summer school program must be for Title I students only.**

Cycle Monitoring

Qualifications for Title I-A Instructors and Paraprofessionals are monitored during **Cycle 2** and **Cycle 4** of Title I Compliance Monitoring. LEAs and Title I schools are required to upload all supporting documentation inside ALEAT as evidence for compliance. Documentation includes the following:

- **4 Week Letter:** The 4 Week Letter is sent to parents of students who are being instructed by a teacher who is not highly qualified. This letter must be sent within the first four weeks of the school year or within four weeks of the time of hire or assignment of the non-HQ teacher if during the school year.
- **Parents Right to Know Notice:** The Parents Right to Know Notice states the parents' right to check the qualifications of their student's teacher. Documentation of the teacher's qualification such as college transcripts, degrees, or certifications should be readily available for review in the school office.
- **Principal's Verification of Highly Qualified Compliance:** The Principal Attestation ensuring that all core academic instructors teaching within the LEA are highly qualified must be completed within the first four weeks of school.
- **Title I Teacher List:** The LEA must upload the list of teachers paid with Title I funds and their assignments.
- **Title I Paraprofessionals with Supervisors:** LEAs must submit documentation of all Title I paraprofessionals and identify the highly qualified teacher who supervise them.
- **Hiring Procedures for Teachers and Paraprofessionals:** LEAs must submit documentation of procedures that ensure all teachers in core academic areas are highly qualified at time of hire or transfer.

Though compliance monitoring for parent involvement occurs only twice during the 6 year cycle, LEAs and Title I schools are required to upload annually all evidence of instructional support qualifications.

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Support Services

Schools operating a Title I Targeted Assistance Program may hire the following positions:

- **Title I Coordinator:** The Title I coordinator position is the staff member who oversees the Title I program. This is usually a highly qualified instructional staff member such as a teacher or instructional specialist.
- **Federal Programs Coordinator:** In most Title I Targeted Assistance schools, the federal programs coordinator position oversees all programs and funds provided by federal programming funding sources such as Title I. In order to be paid with Title I funds, the LEA/school must clearly delineate the full time equivalency (FTE) of the position's Title I responsibilities.
- **Parent Coordinator/Liaison (for Title I issues only):** The parent coordinator/liaison handles all Title I related issues regarding improving parent involvement. Schools operating a Title I Targeted Assistance program may allocate a portion of the set-asides for parent involvement to pay for this position.
- **Homeless Liaison (for Title I issues only):** Similar to the parent coordinator/liaison, the salary and benefits of a homeless coordinator may be paid for with Title I funds if Title I duties are included. Schools may use a portion of their homeless set-aside to pay for this position.
- **Data Clerk (for Title I related duties only):** The data clerk is usually a classified staff member who manages all data corresponding to the Title I program. . In order to be paid with Title I funds, the LEA/school must clearly delineate the full time equivalency (FTE) of the position's Title I responsibilities.

Support Services Administration

Title I funds may be used to pay for the salary and benefits of an LEA or school administrator who oversees the Title I program. However, the administrator cannot already have site-based administrative duties. **Title I funds cannot be used to pay the salaries and benefits of the school principal or assistant principal even if they have Title I duties .**

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SUPPLEMENT NOT SUPPLANT

Title I Targeted Assistance schools must ensure that services by Title I personnel, regardless of the model of delivery used, are supplemental. Students must receive primary instruction in all subjects from the regular classroom teacher.

The supplementary services the Title I teacher provides exists solely to give the academic at risk student more opportunities for instruction than the regular education provides. Therefore funds may not be used as general aid to the regular classroom.

Below will give an idea of what the Title I teacher can and cannot do in delivering these services:

Title I teachers CAN...

Title I teachers CANNOT...

Provide additional services to Title I students after a reading group finishes with the classroom teacher	Take a reading group and instruct on a <i>regular basis</i> . (this refers to instructing during the regular class)
Work closely with classroom teachers so Title I instruction is aligned to classroom instruction.	Team teach on a <i>regular basis</i> with another Title I staff member
Incidentally include a non-Title I student in a small group setting but only <i>occasionally and randomly</i> .	Work with non-Title I students on a <i>regular basis</i> .
Provide an <i>occasional</i> demonstration lesson to the whole class.	Take the whole class while the teacher leaves or substitute for another teacher.
Allow non-Title I students <i>who pay a fee</i> to attend a Title I sponsored summer school.	Service <i>all</i> students in a summer school program funded with Title I funds.
Distribute Progress Reports to parents.	Be the classroom teacher of record in any subject.
May be used as subs in case of an emergency if a substitute teacher or a non-Title I teacher is unavailable.	May not be paid out of Title I funds for that day or period they substitute. Also, it should not be policy to the use the Title I teacher as a sub if it means cancelling Title I classes for the day.

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MATERIALS INVENTORY /CAPITAL OUTLAY



Materials Inventory/ Capital Outlay

Materials Inventory

Material Inventory List tracks all items purchased with Title I funds under the 6600 Supplies of the [Uniform System of Financial Records \(USFR\) Chart of Accounts](#) for the Title I program.

The following should be included in the materials inventory list:

Instruction 1000-6600

- General supplies, library books, textbooks, periodicals, instructional aids (including Instructional software) internet fees-site license

Support Services 2100-6600

- General supplies, books, library books and periodicals, testing materials, technology related supplies that are used in conjunction with technology-related hardware or software (e.g. diskettes)

The Materials Inventory List should include the following:

- Name of the item
- Description of the item
- Cost per item
- Total cost
- Date of purchase
- Location of item
- Teacher using the item

Capital Outlay

The Capital Outlay List tracks all capital outlay expenditures using Title I funds. The Capital Outlay List should include the following:

- Title holder
- Total number of items
- Description of the item
- Serial / ID #
- Acquisition date
- Cost per item
- Total cost
- Location of item
- Percent of Federal Participation – If the item is used or supported by other programs other than Title I, please estimate the percentage of use by the Title I program.
- Use and condition – Please indicate whether the item is currently being used and its condition (e.g. new, used, excellent, good, fair, need of repairs)

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- Disposition date – Include the date of disposal and the sale price of the item (if applicable)

ALIGNING THE TITLE I PLAN TO THE TITLE I BUDGET

Depending upon the nature of the strategy or action step, there may be a cost to implement. To determine the cost of effectively implementing a strategy, a school implementing a Title I program should answer the following questions:

- **Staffing:** What kind and how many highly qualified professionals are needed to implement the strategy?
- **Supplies:** What instructional materials beyond what's already provided within the classroom must be purchased to support the academic interventions?
- **Professional Development:** What opportunities for training and support are available to ensure services are provided by a highly qualified and highly effective professional?
- **Hardware:** What technology needs be purchased to support the academic interventions?

Title I Plan/Budget Alignment

The Title I Plan/Budget Alignment calculates the cost of implementing a strategy and action step based on what kind of staffing, supplies, professional development, and capital outlay may be needed.



Title I Plan/Budget
Alignment

Instructions

Calculation Worksheet:

1. Enter the Date, LEA Name, School Name, and CTDS Number in the red cells.
2. Enter the Title I allocation after required set-asides are taken at the LEA level.
3. Figures will calculate automatically. The balance should equal \$0.00. If the figure in the balance is greater than \$0.00 and **bold black**, then the school has carryover. If the balance is less and in *(red parenthesis)*, then the school is over budget and must readjust.

Goal Worksheet

1. Enter the strategy in Column A.
2. Enter the certified and/or classified staff needed along with salary, benefits, and FTE.
3. Enter the instructional materials to purchase, how many, and the base cost.
4. Enter the professional development that will be provided, how many staff members will attend, and registration fees and travel costs (if applicable).
5. Enter the kind of capital outlay needed to be purchased, how many, and the base cost.
6. If one of the four categories is not required, do not enter anything.

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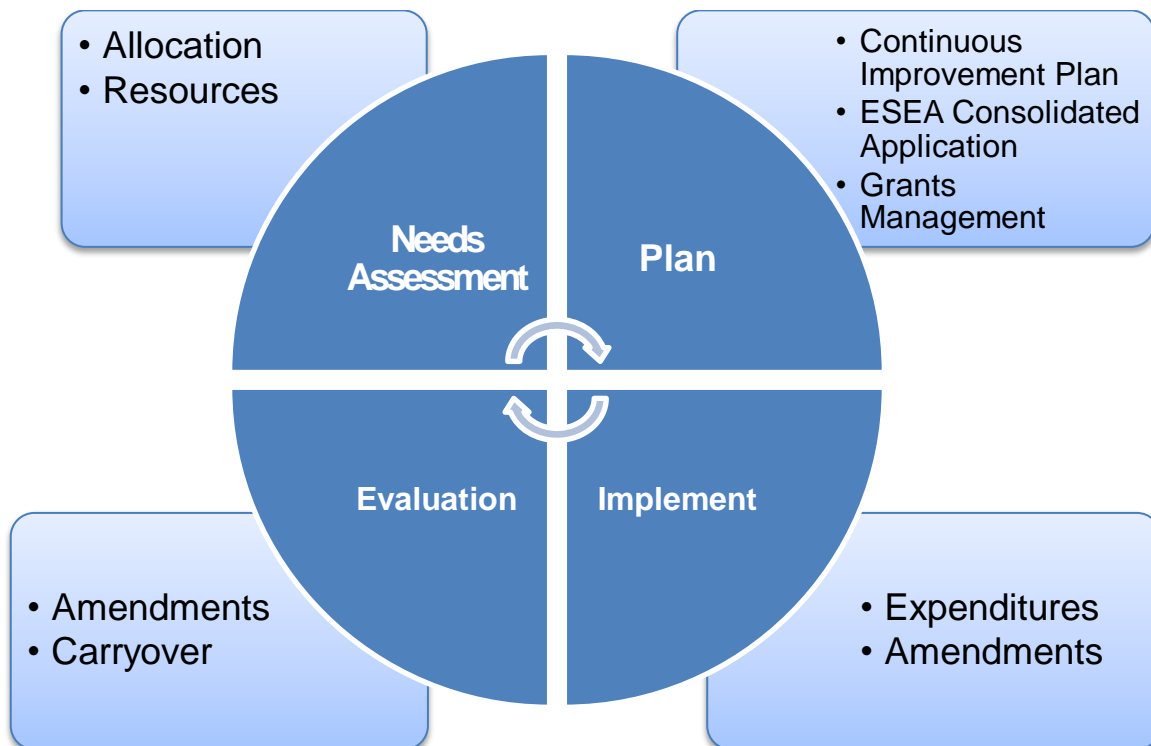
FISCAL APPLICATION

Because the Target Assistance program is a supplementary program, it is important to have procedures in place to ensure that personnel, materials and capital are not replacing (supplanting) the regular operations of the school program.

FY12 ESEA Consolidated Supplemental Application

The FY12 NCLB Consolidated Application Directions are located in the Application Downloads section of the in the Grants Management System on Common Logon through the ADE website.

The Grants Management system limits your work online to 60 minutes. After 60 minutes, you will be timed out. Because of the 60-minute time out feature, be sure to click on the "Save Page" button after completing each page. Clicking on the "Reset Page" button will clear any information that has not been saved.



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HOW TO COMPLETE THE FISCAL APPLICATION



FY12 ESEA
Consolidated Application

Completing the ESEA Consolidated Application

The consolidated application is an Excel file located in Grants Management of the ADE Common Logon. Submit your application and e-mail your *NCLB Consolidated Application Tables* as an attachment to the NCLB Application Inbox at NCLBCONApp@azed.gov. The *NCLB Consolidated Application Tables* are in an Excel file that is found under Application Downloads in the Grants Management System. **Your application will not be approved without this file.**

The Consolidated Application consists of seven worksheets outlining the following:

- **Instructions:** This worksheet includes instructions on how to complete the consolidated application. The school enters the date, LEA name, and the CTDS number. This information will be entered automatically in the other worksheets.
- **Title I Set Aside Table:** This sheet includes mandatory and optional entries of set-aside funding designated by the school. Once the Title I-A grant allocation and set-asides are entered, a final calculation of funds available to schools is computed and automatically entered on the School Selection Table page. **Only enter information in the clear cells.**
- **School Selection Table:** This sheet includes the breakdown on how Title I monies are divided amongst the schools under the LEA. The school will also identify what kind of Title program is implemented, how are services provided, and enrollment figures. This will break down funding per school under the LEA.
- **LEA School Improvement Set Aside:** This worksheet is designed for LEAs that are in LEA Improvement and have schools in School Improvement. If your LEA is not in this situation, do not use this sheet.
- **FTE Descriptions – Certified:** This worksheet documents the positions, number of full time employees (FTEs), and total of salaries and benefits by funding source. List certified personnel such as teachers, staff developers, and program administrators.
- **FTE Descriptions – Classified:** This worksheet is similar to the FTE Descriptions – Classified worksheet in its requirements. List classified personnel such as instructional professionals and clerical program staff.
- **Private School Services:** This worksheet computes allocations for LEAs with Private Schools requesting services. This is not applicable to charter schools.
- **Title I-D:** This worksheet is for LEAs who must set aside funding for Programs for Neglected and Delinquent Children and Youth.

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Filing in Grants Management

The Grants Management page is available through the ADE Common Logon. This year's application contains these programs: Title I-A, Title I-D, and Title II-A. The Supplemental Application Section requests Title I-A, Title II-A, and other program information such as Homeless Education.

Directions

Log on to the Grants Management System and select the *2012 No Child Left Behind (NCLB) Consolidated Programs – Titles I-A, I-D, II-A* application. Complete each step below.

1. Enter contact names and e-mail addresses. At least two are recommended.
2. Enter Budget Line Items – review the [USFR Chart of Accounts](#).
3. Enter Budget Descriptions:
 - **1000 – Instruction:** for interaction with students only. (All teachers must meet HQT requirements in order to be paid with Title I-A funds)
 - **2100 – Support Services:** for substitutes for teachers attending PD, stipends for teachers for PD, staff at school or LEA who deliver PD, coaches, mentors, parent liaisons, other support staff.
 - **2300 – Administration:** for administrative personnel only, such as program coordinators, office personnel.
 - ♦ The number of activities should be *reasonable* for amount of funding, especially under Administration, Capital, or Supplies.
 - ♦ Identify Title I schools as Targeted Assistance (TA) or School Wide (SW1, SW2, or SW3) and separate TA and SW expenses in the **School Selection Table** in the NCLB Con App Tables.
 - ♦ Enter FTEs in the **FTE Descriptions – Certified** and **FTE Descriptions – Classified** tables in the NCLB Con App Tables.
4. Make sure all program activities and professional development activities are supplemental and aligned to the Consolidated Plan in ALEAT. A large % of funds for supplies may raise a red flag for verification. All items must be identified by TA or SW school name.
5. **Label** each Title I set aside **and clearly describe** it in the line item descriptions. Amounts listed in the Set Aside table found in the NCLB Con App Tables must balance.

Example:

Title I-A Set Asides:

- **Homeless:** \$100 for instructional supplies (coded under 1000/6600). \$100 for uniforms (coded under 2100/6600)
- **Parental Involvement:** \$5,000 for supplies for parent nights that have an academic focus to help parents learn about the Title I program and ways to promote literacy in the home (coded under 2100/6600).

6. Complete the supplemental portion of the FY11 NCLB Consolidated Application.

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Supplemental FY11 Application Section

LEA Plan Assurance – Check the assurance pertaining to the following:

- Ensure that the activities described in this application provide supplemental academic support and professional development that is aligned with the current CIP in ALEAT.
- Programs that do not align to the current Consolidated Plan require updates to the Plan or changes to the application.
- Any changes to your plan that impact your NCLB Con App should be submitted via e-mail to your specialist *prior* to approval of your grants.

Read and check the assurance:

LEA Plan Assurance	
1	<p>The activities described in this application provide supplemental academic support and professional development that is aligned with the current LEA Continuous Improvement Plan in ALEAT. Programs that do not align to the current LEA Continuous Improvement Plan require updates to the Plan or changes to the application. <i>Once it has been accepted in ALEAT</i>, any changes to your plan that impact your NCLB Con App should be submitted via e-mail to your specialist prior to approval of your grants.</p> <p><input type="checkbox"/> Yes</p>

Transferability:

Transferability Intent is **different and separate** from REAP-Flex Authority. An LEA does not have to qualify for the Small Rural School Achievement Program under REAP (Rural Education Achievement Program) in order to participate in transferability.

Determine level of eligibility to transfer:

- **Up to 50% if not in school improvement or corrective action**
- **Up to 30% if in LEA Improvement (to be used for LEA Improvement activities)**
- **0% if in corrective action**

Carefully read application instructions and complete Transferability table. See [NCLB Doc Library for Transferability Guidance](#). If the LEA has not yet determined it will participate in transferability, indicate this by placing an “X” in the box under to be determined.

	To be determined	Will transfer (enter applicable %) from (not TI-A)	Amount available	Amount transferred (NOT from TI-A)	Transferred to
To be determined	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Title I-A	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Title II-A Improving Teacher Quality	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Title II-D Educational Technology	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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REAP-Flex Authority (For Small, Rural School Achievement Program eligible LEAs only):

Contact Lois Kruse at 602-542-7473 or Lois.Kruse@azed.gov to determine your LEA's eligibility. Complete the budget table *only* if your LEA is eligible for the SRSA program. See [REAP Guidance](#).

Do not put dollar signs or commas in the box; use only whole numbers.

	The LEA will REAP-Flex from	Amount available	Amount to be REAP-Flexed	Programs to REAP-Flex to
Title II-A	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Title II-D	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Title I-A (can REAP-Flex to only)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Title III (can REAP-Flex to only)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Requirements and Justifications

Read the following requirements and, if applicable, complete justifications provided.

Requirement 1 –Services to Homeless Students

Section 1113 requires that LEAs shall set aside Title I funds as are reasonable and necessary to provide services to homeless students who do not attend Title I schools or to provide additional services not normally funded with Title I funds. The minimum set aside is \$100 or, for LEAs with an allocation of over \$50,000, a minimum set aside of ½% of Title I funds is required.

1. Calculate the ½% and enter it in the table provided, regardless of whether you actually budget this amount.
2. Enter the amount to be budgeted (minimum of \$100 – see Justification 1).

NOTE: The figure in row 2 may be less than the amount in row 1. (See Justification 1 below.)

	Amount
1 / 2% set aside	<input type="text"/>
Budgeted set aside (min. \$100)	<input type="text"/>

Justification 1 (if applicable): Provide a brief explanation of why an amount less than ½% is needed. Include other sources of funds or services that will be used in addition to Title I funds to provide these additional services to homeless students. **NOTE: A justification for less than \$100 will not be approved.**

- Respond to questions regarding homeless liaisons.

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School Improvement

Section 1116 requires that LEAs with schools identified for improvement spend an amount equal to 20% of their Title I-A allocation. Go to [School Improvement & Intervention Section](#) for additional information. If your LEA *does not* have schools in School Improvement, check the box below. If your LEA *does* have schools in School Improvement, proceed to Requirement 2.

No Schools in Improvement

Check the box, if applicable. (If your LEA has 1 schools identified for School Improvement, complete Requirements 2 & 3.)

☐ Our LEA does not have schools identified for improvement (skip to Requirement 3 – *LEA Improvement*).

Requirement 2 – Public School Choice Transportation/Supplemental Educational Services

Section 1116 requires that LEAs with schools identified for improvement spend an amount equal to 20% of their Title I-A allocation divided as follows:

- An amount equal to 5% for public school choice Transportation for students
- An amount equal to 5% for Supplemental Educational Services (SES)
- An amount equal to 10% for either or both, depending on demand

An LEA may use other federal, state and local funds to support either public school choice Transportation or Supplemental Educational Services instead of Title I-A funds. NOTE: 1% of the total 20% may be used for parent outreach. For additional information go to [Public School Choice](#) and [Supplemental Educational Services](#).

If applicable, check “Yes” for Set Aside and complete Justification 2 - Assurance:

Set-Aside

If my LEA has one or more schools that have been identified as being in School Improvement, my LEA has set aside either a total of 20% of our Title I allocation or an amount sufficient for the LEA to serve all students who are eligible for Public School Choice transportation or Supplemental Educational Services.

☐ Yes

Justification 2 – If you checked yes in Set-Aside above, check the following assurance:

Justification 2 – Assurance

LEA agrees to provide reasonable access throughout the school year to offer public school choice and supplemental services. If demand increases above the projected 1 budget, the LEA will amend its Title I project to reallocate sufficient funds to support the program or the LEA assures the ADE that it will make available additional resources from other programs to meet increased demand.

☐ Yes

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School Improvement – Professional Development

Section 1116 requires schools in school improvement to use 10% of the school level budget on professional development. Check the box in the table called “**No Schools in Improvement**” if your LEA does not have schools that have been identified as needing improvement.

No Schools in Improvement	
1	<div>Check the box, if applicable.</div> <input type="checkbox"/> Our LEA does not have schools identified for improvement (skip to LEA Improvement Status under LEA Improvement below).

Requirement 3 – School and LEA Improvement Professional Development Set Asides

School Improvement

The LEA has schools identified for improvement and will complete the table below to calculate the required PD amounts.

	Name of Schools in Improvement	School Improvement Status (Yr 1, Yr 2, CA, R)	10% of SCHOOL Title I budget to be used for PD
	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total			0.00

LEA Improvement

In addition, LEAs designated for Improvement are required to spend **10% of the total Title I allocation** for PD across the LEA. If the LEA is in improvement, it may credit the PD expenditures of its schools in school improvement, if any, toward the overall LEA 10% requirement. **(See the table following LEA Improvement Status.)**

LEA Improvement Status	
1	<div>Choose one of the following:</div> <div> <input type="radio"/> The LEA was not identified for federal LEA Improvement – no set aside required (go to Requirement 4). <input type="radio"/> The LEA has been identified for LEA Improvement, does not have schools identified for federal School Improvement, and will set aside the full amount for LEA-wide PD activities. <input type="radio"/> The LEA has been identified for LEA Improvement and has schools identified for School Improvement. </div>

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LEA Improvement Table

If your LEA is in LEA Improvement *and* has schools in School Improvement, use the LEA-School Imp Set Aside worksheet in the NCLB Con App Tables to calculate amounts B and C below. These figures should match those in Item 9A in the Title I Set Aside Table, which are automatically populated when you use the LEA-School Imp Set Aside worksheet.

	Amount
A. 10% LEA PD requirement set aside	
B. Total SCHOOL PD amount (from table above)	
C. Additional amount to be expended (A minus B)	

IMPORTANT NOTE! If you checked the third bullet under "LEA Improvement Status" above, use the **LEA-School Imp Set Aside** worksheet in the NCLB Con App Tables to calculate the portion from the school-level 10% set aside that is being applied to the 10% total required set aside for PD at the LEA level..

Requirement 4 – Use of Title II-A Funds – New for FY11

For guidance on the use of Title II funds, go to [Arizona Guidance for Title II-A](#).

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APPENDIX

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INTERVENTION STRATEGIES

TIERED INTERVENTION				
Strategy	RTI	Who receives?	Instruction Responsibility	
			Reading	Mathematics
Extended Learning Time Practice of skills directly related to classroom content	within Tier 1	Specific students identified – entry and exit criteria	HQ Classroom teacher ¹ HQ Paraprofessionals Reading endorsed specialist	HQ Classroom teacher ¹ HQ Paraprofessionals Mathematics specialist
Tutoring Individual or small group instruction of specific, remedial, standards-based skills and concepts. <u>Not homework help.</u>	within Tier 1	Specific students identified – entry and exit criteria	HQ Classroom teacher ¹ to supervise tutoring team that may include HQ paraprofessionals	HQ Classroom teacher ¹ (with targeted training in mathematics or MS AEPA) HQ Paraprofessionals
Targeted Interventions - Additional strategies and accommodations for students for whom strategies 1 and 2 above are not working . Based on identified key concepts and skills	Tier 2	Separate services for Title I from other students – track TI separately	Reading endorsed specialist	Mathematics specialist
Intensive Interventions - Additional strategies and accommodations for students with significant achievement gaps for whom strategies in Tier 2 above are not working Based on identified key concepts and skills	Tier 3	Separate services for Title I from other students – track TI separately	Reading endorsed specialist	Mathematics specialist
Elementary Reading				
K-2 reading interventions for at-risk of not passing 3 rd grade AIMS	Likely Tier 2 or 3	Match students needs to strategy above	Reading endorsed specialist	
3 rd grade “move on when reading” interventions	Likely Tier 2 or 3			

¹ The classroom teacher of record provides instruction to all students during core academic instructional time. They do not have Title I responsibilities and cannot be paid with Title I funds.

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Computer Delivery / Online Education			
Define software program by one of 3 strategies above.		Match staff requirements to above strategy	
Secondary Education Interventions ²			
Secondary education LEAs – middle and high schools serving grades 7-12 – may use the tiered interventions listed on the previous page as well as the strategies bellow.			
Middle School Model			
Strategy	Who receives?	Instruction Responsibility	
		Reading	Mathematics
Additional academic subject or other intervention design. <ul style="list-style-type: none">• Reading Class• Double mathematics class	Intervention model – For students in need of additional learning supports or remediation. -- Only Title I students assigned to the class. -- Need Exit Criteria	Reading Endorsed Specialist HQ Paraprofessionals	HQ MS mathematics teacher HQ Paraprofessionals
High School Model			
Strategy	Who receives?	Instruction Responsibility	
		Reading	Mathematics
Reading class, double mathematics class (an additional class not for mathematics credit) or other intervention design.	Intervention model – For students in need of additional learning supports or remediation. -- Only Title I students assigned to the class. -- Need Exit Criteria. -- Cannot be for English or Mathematics graduation credit.	Reading Endorsed Specialist HQ Paraprofessionals	HQ MS mathematics teacher HQ Paraprofessionals

² Secondary education – which consists of grades 7-12 – may use the tiered interventions as well

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TEMPLATE: LEA PARENTAL INVOLVEMENT POLICY

This sample template of an LEA Parental Involvement Policy is not an official U.S. Department of Education document. It is provided only as an example. Enter the name of your LEA wherever indicated.

List the strategies and action steps from the [Guidance for Parent Involvement](#).

A Parent Involvement Plan is also required for each school site. You may also use this template for the site-based Parent Involvement Plan.

You may copy this template to a new document and delete the hyperlink heading as well as this text box.

SAMPLE TEMPLATE*

NOTE: *In support of strengthening student academic achievement, each local educational agency (LEA or school district) that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a) (2) of the Elementary and Secondary Education Act (ESEA) (district wide parental involvement policy). The policy establishes the LEA's expectations for parental involvement and describes how the LEA will implement a number of specific parental involvement activities, and is incorporated into the LEA's plan submitted to the State educational agency (SEA).*

School districts, in consultation with parents, may use the sample template below as a framework for the information to be included in their parental involvement policy. School districts are not required to follow this sample template or framework, but if they establish the district's expectations for parental involvement and include all of the components listed under "Description of How District Will Implement Required District wide Parental Involvement Policy Components" below, they will have incorporated the information that section 1118(a) (2) requires be in the district wide parental involvement policy. School districts, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement.

* * * * *

PART I. GENERAL EXPECTATIONS (Sample Template)

[NOTE: Each district in its District-wide Parental Involvement Policy must establish the district's expectations for parental involvement. [Section 1118(a) (2), ESEA.] There is no required format for those written expectations; however, this is a sample of what might be included.]

The _____ name of school district _____ agrees to implement the following statutory requirements:

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The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.

The school district will incorporate this district wide parental involvement policy into its LEA plan developed under section 1112 of the ESEA.

In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.

The school district will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.

The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- (A) That parents play an integral role in assisting their child's learning;*
- (B) That parents are encouraged to be actively involved in their child's education at school;*
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*

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(D) The carrying out of other activities, such as those described in section 1118 of the ESEA.

[For States where a Parental Information and Resource Center is established] The school district will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

PART II. DESCRIPTION OF HOW DISTRICT WILL IMPLEMENT REQUIRED DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS (Sample Template)

[NOTE: The District wide Parental Involvement Policy must include a description of how the district will implement or accomplish each of the following components. *[Section 1118(a) (2), ESEA.]* This is a “sample template” as there is no required format for these descriptions. However, regardless of the format the district chooses to use, a description of each of the following components below must be included in order to satisfy statutory requirements.]

1. The **name of school district** will take the following actions to involve parents in the joint development of its district wide parental involvement plan under section 1112 of the ESEA:

(List actions.)

2. The **name of school district** will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

(List actions.)

3. The **name of school district** will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

(List activities.)

4. The **name of school district** will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs: [Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs], by:

(List activities.)

5. The **name of school district** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation

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will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

(List actions, such as describing how the evaluation will be Conducted, identifying who will be responsible for conducting it, and Explaining what role parents will play)

1. The name of school district will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- A. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph --

- the State's academic content standards,
- the State's student academic achievement standards,
- the State and local academic assessments including alternate assessments,
- the requirements of Part A,
- how to monitor their child's progress, and
- how to work with educators:

(List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)

- B. The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

(List activities.)

- C. The school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

(List activities.)

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- D. The school district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

(List activities.)

- E. The school district will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

(List actions.)

PART III. DISCRETIONARY DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS (Sample Template)

NOTE: The District wide Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- establishing a district wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and

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- providing other reasonable support for parental involvement activities under section 1118 as parents may request.]

* * * * *

PART IV. ADOPTION (Sample Template)

This District wide Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by

_____.

This policy was adopted by the name of school district on mm/dd/yy and will be in effect for the period of _____. The school district will distribute this policy to all parents of participating Title I, Part A children on or before _____.

(Signature of Authorized Official)

(Date)

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TEMPLATE: SCHOOL PARENT COMPACT

This sample template of a School-Parent Compact is not an official U.S. Department of Education document. It is provided only as an example. Enter the name of your school wherever indicated. List the strategies and action steps from the [Guidance for Parent Involvement](#). You may copy this template to a new document and delete the hyperlink heading as well as this text box.

SCHOOL-PARENT COMPACT

The _____ name of school _____, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year _____.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

(provisions bolded in this section are required to be in the Title I, Part A school-parent compact)

School Responsibilities

The _____ name of school _____ will:

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

[Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]

- 2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:**

[Describe when the parent-teacher conferences will be held.]

- 3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**

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[Describe when and how the school will provide reports to parents.]

4. **Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:

[Describe when, where, and how staff will be available for consultation with parents.]

5. **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities,** as follows:

[Describe when and how parents may volunteer, participate, and observe classroom activities.]

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

[Describe the ways in which parents will support their children's learning, such as:

- *Monitoring attendance.*
- *Making sure that homework is completed.*
- *Monitoring amount of television their children watch.*
- *Volunteering in my child's classroom.*
- *Participating, as appropriate, in decisions relating to my children's education.*
- *Promoting positive use of my child's extracurricular time.*
- *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.*
- *Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.*

❧

OPTIONAL ADDITIONAL PROVISIONS

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

[Describe the ways in which students will support their academic achievement, such as:

- *Do my homework every day and ask for help when I need to.*
- *Read at least 30 minutes every day outside of school time.*

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- *Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]*

Additional Required School Responsibilities (requirements that schools must follow, but optional as to being included in the school-parent compact)

The _____ name of school _____ will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way.
3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
8. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

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Optional School Responsibilities

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, the _____ name of school _____ will:

1. Recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams.
2. Notify parents of the school's participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information.
3. Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.
4. Work with the LEA to ensure that a copy of the SEA's written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

School

Parent(s)

Student

Date

Date

Date

(PLEASE NOTE THAT SIGNATURES ARE NOT REQUIRED)

***This sample template of a School-Parent Compact is not an official U.S. Department of Education document. It is provided only as an example.**

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TEMPLATE: HOMELESS DISPUTE RESOLUTION

ABC School

Education of Homeless Children and Youth Dispute Resolution Process

This is intended to serve as a template for an LEA's Dispute Resolution Process. At the minimum, please modify the red text to accurately reflect the process for your specific LEA. You may copy this page to a new document and delete the hyperlink heading and this text box.

If a dispute arises over school selection or enrollment in for a student eligible under the McKinney-Vento Act –

The child or youth shall be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute. *ABC School* will provide its share of the transportation to the school selected for the duration of the dispute resolution process.

The child, youth, parent, or guardian shall be referred to *ABC School's* Local Educational Liaison, who shall carry out the dispute resolution process as expeditiously as possible after receiving notice of the dispute. In the case of an unaccompanied youth, the Local Educational Liaison shall ensure that the youth is immediately enrolled in school pending the resolution of the dispute.

The Local Educational Liaison shall work through the expedited dispute resolution process. For *ABC School*, that process involves:

A) Who – Who will the decision-makers be?

B) What – What will they do in order to come to a decision? Meet? Review what? Investigate?

C) When – What is the timeline? A decision will be made within how many days from learning of the dispute?

ABC School shall provide the parent, guardian, or homeless youth with:

- 1) a written explanation of the school's decision regarding school selection or enrollment; and
- 2) written forms so that, if dissatisfied with the school's decision, the parent, guardian or youth may appeal the decision to the state level.

(<http://www.ade.az.gov/asd/homeless/disputeresolution.asp>)

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RESOURCES

Title I — Improving the Academic Achievement of the Disadvantaged

This is the webpage on Title I for the U.S. Department of Education.

Link: <http://www2.ed.gov/policy/elsec/leg/esea02/pg1.html>

Four Pillars of ESEA

This webpage explains the four pillars of the Elementary and Secondary Education Act of 1965.

Link: <http://www2.ed.gov/nclb/overview/intro/4pillars.html>

LEA Grants and School Improvement (Title I)

This webpage is for the Title I Department of the Arizona Department of Education.

Link: <http://www.ade.az.gov/asd/Title1/>

Standards and Rubrics for School Improvement

This PDF form contains the rubric and assessment schools use to conduct their needs assessment.

Link: <http://www.ade.az.gov/schooleffectiveness/STDSRUBRIC.pdf>

Parent Involvement

This webpage is the Arizona Department of Education's Title I Unit's page on Parent Involvement.

Link: <http://www.ade.az.gov/asd/Title1/parent.asp>

Education of Homeless Children and Youth

This webpage is for the Education of Homeless Children and Youth unit of the Arizona Department of Education

Link: <http://www.ade.az.gov/schooleffectiveness/specialpops/homeless/>

Arizona's Model for Identifying Highly Qualified Teachers and Paraprofessionals

This webpage outlines the highly qualified requirements for the Arizona Department of Education.

Link: <https://www.azed.gov/asd/hqtp/>

Title I Paraprofessional Information

This webpage outlines the highly qualified requirements for Title I paraprofessionals the Arizona Department of Education.

Link: <https://www.azed.gov/asd/hqtp/parapro.asp>